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ABSTRACT

One hundred vocational administrators in Alabama responded to a questionnaire designed to determine the following: (1) the administrative tasks performed by secondary-level vocational education administrators; (2) the administrator tasks performed by deans of instruction in teachnical colleges; (3) the perceived competency level of administrators and deans to perform the task; and (4) the extent of general agreement among superintendents of education, secondary-level vocational administrators, and the program review reports with regard to the importance of competency areas and the related need for program improvement. The study found that the immediate professional development needs for secondary vocational administrators by task priority included developing a complete plan to promote vocational education, conducting program promotional activities, developing a community involvement plan, and ensuring continuing communication with the advisory council, while intermediate needs included identifying alternative funding sources, influencing traditional funding sources to benefit the program, using needed data to identify the vocational programs and support services needed, and planning a staff development program. Immediate professional development needs for deans of instruction by task priority include operating an equipment preventive maintenance program and planning demonstration, pilot, and exemplary programs, while their intermediate needs include ensuring continuing communication with advisory councils, constructing a schedule conflict matrix, and organizing a student learning resource center. The data may be useful in determining content to be included in professional development activities for vocational administrators. Five tables present detailed analyses of the study data. An appendix provides a list of tasks by competency area. (KC)

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AN ASSESSMENT OF COMPETENCIES NEEDED BY VOCATIONAL EDUCATION ADMINISTRATORS IN ALABAMA WITH IMPLICATIONS FOR PROFESSIONAL DEVELOPMENT PROGRAMS

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U.S. DEPARTMENT OF EDUCATION
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I. INTRODUCTION

The existence of vocational education and its current position and strength in the public education system have been dependent upon adequate administration and supervision.

Swanson (AVA, 1971) describes the administrative process as follows:

> ... administration is the process of planning, organizing and operating an educational activity for achieving the objectives of the activity. There must be some organized manner for allocating the financial, material, and personnel resources which are available to an activity. There must be some method of developing policy, coordinating activities, and assessing the achievements of the use of these resources in relation to the goals of the activity. This process is administration.

While sharp distinctions are possible, persons in leadership roles in education often perform both administrative and supervisory functions. Most literature in the field regards supervision as a part of administration. Two distinctive types of definitions have appeared in the literature since the 1920's. One being, ... supervision is that phase of school administration which deals primarily with the achievement of selected instructional expectations of educational service (Eye and Netzer, 1965); and two, ... the function of supervision means the improvement of a given program and the improvement of the program centers around the improvement of teaching. (Wright and Allen, 1926)

It is at the classroom and laboratory level that rather clear distinctions can be made between administration and supervision. The farther one is from where instruction takes place, the more difficult it is to separate clearly supervisory functions from administrative functions. Since the setting of vocational administration, with exception of large school systems, is close to where instruction takes place, vocational administration and supervision

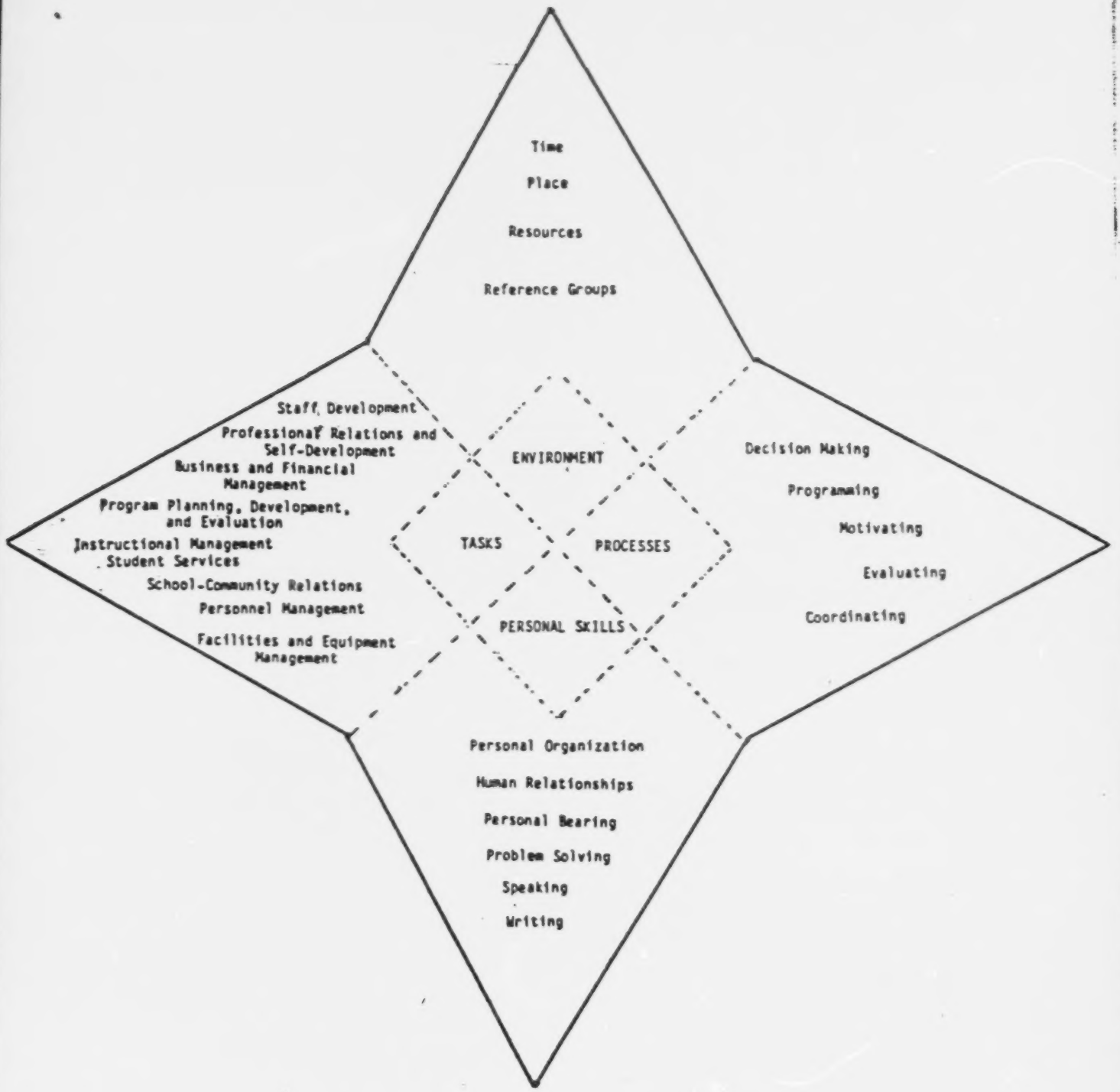

Figure 1: Dimensions of Vocational Education Administrative Performance*

* Taken from Plan for your Professional Development, A Competency Based Vocational Education Administrator Module. American Association for Vocational Instructional Materials, University of Georgia, Athens, Georgia.

are often viewed in the more global dimensions of environment, processes, personal skills and program task (Norton, Ross, Garcia, and Hobart, 1977) rather than the traditional seven components of decision making, planning, organizing, communicating, influencing, coordinating, and evaluating. (Campbell and Gregg, 1957)

Some public administration scholars maintain that the basic principles of administration persist regardless of time, level or institutional setting. That is to say, that the knowledge and ability to direct any one enterprise, can be transferred to any other enterprise, even with a different purpose. The fact remains, however, that programs do exist for preparing educational administrators which demonstrates the uniqueness of educational administration. Likewise, within educational administration there are unique task and environmental dimensions (Figure 1) in establishing and further developing vocational education.

II. STATEMENT OF THE PROBLEM

The rapid expansion of vocational education in the 1970's has resulted in an increased number of vocational administrators and supervisors at both the secondary and postsecondary level. The State needs to develop preservice and inservice programs to prepare administrators for the unique dimensions in vocational administration.

A number of concerns face vocational administrators who want to improve their administrative competence. The most frequently concerns mentioned are as follows:

1. There is very little time available for professional development activities;
2. Most administrator education programs focus primarily on the needs of general administration;

3. Many administrator education programs focus on the theory of administration, rather than addressing the actual ability to perform important administrative tasks; and

4. Most training programs are campus-based, group-paced, and inflexible with respect to time for study.

This document is a report of a study conducted by the Center for Vocational and Adult Education in cooperation with the Alabama Department of Education and the Alabama Department of Postsecondary Education, to provide direction for developing preservice and inservice programs for the State's vocational administrators.

The primary objectives of the study were as follows:

1. To determine what administrative tasks are performed by secondary level vocational education administrators;

2. To determine what administrative task are performed by deans of instruction in the State's technical colleges;

3. To determine the perceived competency levels of the administrators and deans to perform the tasks; and

4. To determine the extent of general agreement between superintendents of education, secondary level vocational administrators, and the program review reports with regard to the importance of competency areas and the related need for program improvement.

III. PROCEDURES OF THE STUDY

Data for the study were collected by a survey instrument developed from previous research conducted by the National Center for Research in Vocational Education (Norton and Other, 1977). The seven interval Likert-type scale instrument, consists of 103 task statements (Appendix A) sub-divided into nine competency categories.

The instrument was administered to all secondary vocational education administrators during a group meeting in January 1984. The 103 task statements were sub-divided into four groupings with one of the groupings being administered to one-fourth of the administrators on a randomly assigned basis.

The full 103 task statement instrument was distributed and discussed with all technical college deans at a group meeting in January 1984. The deans were asked to complete the instrument and return it by mail. Of the 28 instruments distributed, 17 (60 percent) were returned for data analysis.

A competency area instrument was developed and mailed to the 126 secondary school superintendents in Alabama during February 1984. Of the 126 mailed, 80 (63 percent) were returned for data analysis.

In addition to the task statement for vocational administrators and the competency area instrument for superintendents, all program review reports filed by review teams for school years 1979-1983 were also reviewed by the research staff. An instrument was developed for recording the number of recommendations made by the teams that related to the competency area included in the instrument completed by the secondary school vocational administrators and superintendents.

All data were analyzed by using basic descriptive statistical techniques and the analyses are reported in the tables included in this report. In addition to descriptive statistics, an analysis of variance technique was used to determine if significant differences existed in responses by the participants with respect to selected program variables. The variables included years experience in the position, previous professional positions held, county or city school system for secondary level participants and number of personnel under the administrators supervision.

IV. DISCUSSION

The instrument used to collect data from the secondary vocational administrators and postsecondary vocational deans contain 103 tasks sub-divided into competency areas (performance categories) developed in a national research

TABLE 1

AN ANALYSIS OF REQUIRED LEVEL OF ACTIVITY AND ABILITY TO APPLY KNOWLEDGE FOR SELECTED TASKS

AS PERCEIVED BY SECONDARY LEVEL VOCATIONAL ADMINISTRATORS AND SUPERVISORS, ALABAMA 1984

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need		
										Task Comparison Rating[4]	
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION (N = 26)											
1. Assessing the needs of the institution, students, community and labor market	23	88	4.69	1.52	3	4.95	1.14	4	44	2	3
2. Using needs data to identify the vocational programs and support services needed	24	92	4.12	1.54	7	4.87	1.15	2	56	1	3
3. Selecting from program and support service alternatives	19	73	3.57	1.17	8	4.36	1.53	3	44	2	3
4. Preparing program evaluation plans	24	92	5.00	1.41	1	5.54	0.97	8	18	3	2
5. Collecting program evaluation data	23	88	4.73	1.60	2	5.26	1.13	5	24	3	2
6. Interpreting program evaluation reports	24	92	4.50	1.61	5	5.37	1.01	7	18	3	2
7. Preparing program evaluation reports	24	92	4.54	1.66	4	4.70	1.39	1	73	1	1
8. Using evaluation data in decision making	23	88	4.47	1.33	6	5.17	0.93	6	18	3	3
INSTRUCTIONAL MANAGEMENT (N = 26)											
9. Identifying curriculum development procedures	21	80	4.61	1.49	7	5.09	1.41	6	23	3	3
10. Preparing staff to develop curriculum	19	73	3.94	1.71	13	4.05	1.64	1	52	1	2
11. Identifying and verifying occupational tasks	14	58	3.71	1.32	14	4.50	1.16	3	44	1	2

[1] Means based on a 1-7 Likert-type scale (1 = low to 7 = high) to be read as the higher the mean, the higher the perceived activity level.

[2] Means based on a 1-7 Likert-type scale (1 = low to 7 = high) to be read as the lower the mean, the lower the perceived ability to apply thus the greater the need for professional development.

[3] Index was calculated by dividing the number responding 1-4 on the Likert-type scale (1 = low to 7 = high) by the number responding competency relevant to position to be read as the higher the index, the greater the need for professional development.

[4] Rating based on standard deviation intervals from the mean index. Ratings to be read as: 1 - high, 2 - above average, 3 - below average, and 4 - low.

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TABLE 1 (Continued)

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need		
										Task Comparison Rating[4]	
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
12. Developing and sequencing performance objectives	10	38	3.50	1.78	16	4.30	2.05	7	30	2	3
13. Coordinating the development of courses of study	14	58	4.42	1.60	9	5.00	1.30	9	23	3	3
14. Facilitating the development of competency-based programs and materials	16	61	4.37	1.58	10	4.81	1.79	5	30	2	3
15. Guiding staff in selecting and using effective instructional strategies	24	92	4.70	1.51	6	5.29	1.04	4	30	2	3
16. Planning and coordinating local demonstration, pilot, and exemplary programs	18	69	3.94	1.69	12	4.77	1.06	2	44	1	2
17. Facilitating staff selection of instructional materials and equipment	18	69	5.16	1.33	1	5.38	1.03	10	22	3	3
18. Organizing a student learning resource center	7	26	3.71	1.60	15	4.57	1.13	11	21	3	3
19. Gathering information about students, courses, staff, and facilities for scheduling purposes	19	73	4.94	1.84	2	5.47	1.26	8	23	3	3
20. Setting scheduling priorities	18	69	4.88	1.53	3	5.61	0.69	16	4	4	4
21. Conducting preregistrations	14	53	4.71	1.81	5	5.42	1.01	15	8	4	4
22. Constructing a schedule conflict matrix	8	30	4.12	1.24	11	5.00	1.19	14	13	3	4
23. Constructing a final schedule	11	42	4.72	1.10	4	5.09	0.83	13	13	3	4
24. Loading students into classes	14	53	4.50	1.65	8	5.07	0.99	12	18	3	3
STUDENT SERVICES (N = 23)											
25. Designing a student recruitment strategy	15	65	3.66	2.05	15	4.53	1.18	7	53	2	2
26. Arranging for the preparation of recruitment materials	15	65	3.86	1.80	13	4.40	1.18	8	53	2	2
27. Developing program admission procedures	20	87	3.90	1.80	12	4.35	1.42	2	75	1	1
28. Interpreting and applying affirmative action laws and regulations	16	69	3.25	1.84	17	3.93	1.43	9	52	2	2
29. Identifying the goals and objectives of a student services program	14	60	4.57	2.06	4	4.50	1.65	11	44	3	2

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TABLE 1 (Continued)

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need		
										Task Comparison Rating[4]	
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
30. Organizing systematic guidance services	10	43	3.50	2.12	16	4.20	1.61	12	44	3	2
31. Managing an individual analysis service	8	34	3.75	1.38	14	3.87	1.45	15	35	3	3
32. Establishing a climate conducive to the maintenance of school discipline	19	82	4.68	1.85	2	5.21	1.51	16	28	4	2
33. Establishing a philosophy and policies for school discipline	20	87	4.60	2.11	3	5.30	1.65	13	35	3	2
34. Establishing and enforcing school rules and procedures	20	87	5.05	1.82	1	5.60	1.46	7	21	4	2
35. Assisting staff and students in responding to specific discipline problems	20	87	4.50	1.85	5	5.40	1.39	14	35	3	2
36. Determining the goals and objectives of a student placement service	18	78	4.38	1.85	6	4.77	1.51	6	53	2	3
37. Establishing and maintaining a functioning placement service	17	73	4.17	2.18	7	4.64	1.76	10	44	3	2
38. Organizing activities to support a placement service	17	73	4.00	1.87	8	4.52	1.80	5	64	2	2
39. Organizing, planning for, and conducting student follow-up studies	19	82	3.94	1.77	11	4.57	1.46	4	64	2	2
40. Analyzing follow-up data	20	87	3.95	1.98	10	4.45	1.82	1	92	1	1
41. Using follow-up data for program revision and development	20	82	4.00	1.85	9	4.42	1.71	3	64	2	2
SCHOOL-COMMUNITY RELATIONS (N = 23)											
42. Outlining the organizational steps for establishing an advisory council	21	91	4.04	2.22	7	5.09	1.89	8	44	3	2
43. Organizing an advisory council	20	87	4.25	2.26	5	4.90	1.86	6	64	2	2
44. Planning and conducting initial advisory council meetings	19	82	4.21	2.27	6	5.00	1.88	7	53	3	2
45. Ensuring continuing communication with the advisory council	21	91	3.52	2.18	12	3.76	2.27	3	92	1	1

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TABLE 1 (Continued)

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need		
										Task Comparison Rating[4]	
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
46. Developing a complete plan to promote vocational programs	22	95	4.72	1.45	2	4.81	1.76	4	77	1	1
47. Conducting program promotional activities	21	91	3.90	1.44	10	4.33	1.62	1	109	1	1
48. Developing a community involvement plan	19	82	4.10	1.69	8	4.31	1.52	2	109	1	1
49. Monitoring all community involvement activities	15	65	4.46	2.06	3	4.73	2.01	13	28	4	2
50. Providing comments and information to assist policymakers and planners in making changes affecting vocational education	18	78	3.61	2.00	11	3.00	1.96	5	77	1	1
51. Maintaining channels of communication with governmental and community officials	22	95	3.45	1.89	13	4.13	1.78	9	30	4	3
52. Submitting routine and special reports as required	23	100	5.17	1.92	1	5.60	1.50	10	28	4	3
53. Preparing formal cooperative agreements	9	39	4.00	2.12	9	4.77	1.30	12	28	4	3
54. Participating in informal cooperative agreements	12	52	4.33	1.92	4	4.75	1.60	11	28	4	3
PERSONNEL MANAGEMENT (N = 24)											
55. Establishing staff selection criteria	19	79	3.73	1.79	11	5.15	1.06	11	20	3	3
56. Recruiting qualified staff	19	79	3.94	1.92	10	4.89	1.48	2	41	1	2
57. Gathering and screening information about candidates	17	70	4.05	2.19	9	5.23	1.67	13	20	3	3
58. Orienting new staff to the institution	24	100	4.95	2.17	5	5.70	1.67	1	41	1	2
59. Delegating responsibilities to staff	22	91	4.81	1.53	8	5.45	1.47	5	33	2	3
60. Including staff in decision making	20	83	5.10	1.37	3	5.50	1.27	12	20	3	3
61. Encouraging positive interpersonal relations among staff	22	91	5.26	1.73	2	5.56	1.23	3	41	1	2
62. Developing a system for evaluating staff performance	17	70	4.88	1.72	6	5.11	1.69	7	26	2	3
63. Evaluating staff performance	21	87	5.57	1.85	1	5.76	1.54	10	20	3	3

TABLE 1 (Continued)

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need		
										Task Comparison Rating[4]	
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
64. Using staff performance evaluation data for staff improvement and employment decision-making purposes	22	91	4.90	1.73	7	5.40	1.33	9	20	3	3
65. Preparing personnel policy procedures	13	54	4.23	2.04	8	4.53	1.56	4	41	1	2
66. Keeping staff informed of personnel policies and procedures	22	91	5.00	1.87	4	5.54	1.33	6	26	2	3
67. Establishing a grievance resolution procedure	8	33	3.87	2.29	12	4.37	2.20	8	26	2	3
68. Selecting and administering staff benefit programs	3	12	2.00	1.73	13	2.33	1.52	4	14	4	3
PROFESSIONAL STAFF DEVELOPMENT (N = 24)											
69. Involving staff in appraising their personal development needs	20	83	5.10	1.65	5	5.30	1.38	2	41	1	2
70. Conducting pre- and post-observation conferences	19	79	5.42	1.50	3	5.36	1.53	3	41	1	2
71. Conducting observations of teachers to appraise their personal development needs	19	79	5.42	1.83	4	5.52	1.61	6	33	2	3
72. Planning a staff development program	19	79	4.94	1.68	6	5.05	1.47	4	41	1	2
73. Obtaining institutional support for staff development	18	75	4.50	1.88	8	5.38	1.46	1	50	1	2
74. Providing financial resources, time, facilities and incentives for staff development	18	75	4.88	1.77	7	4.72	1.63	5	41	1	2
75. Determining your own professional development needs	23	95	5.43	1.56	2	5.73	1.32	8	20	3	3
76. Developing your own one-year professional development action plan	22	91	5.50	1.76	1	5.86	1.32	7	26	2	3
FACILITIES AND EQUIPMENT MANAGEMENT (N = 23)											
77. Assessing the need for additional or renovated facilities	21	91	3.76	1.97	9	5.19	1.63	6	28	3	3
78. Evaluating prospective land or internal building sites	11	47	2.36	1.36	12	4.00	1.67	1	24	3	3

TABLE 1 (Continued)

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need		
										Task Comparison Rating[4]	
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
79. Developing educational facilities specifications	14	60	3.57	2.06	11	4.50	1.45	2	35	1	3
80. Supervising construction, equipment selection, purchase and installation, and facility acceptance	21	91	4.33	1.95	7	5.04	1.56	4	35	1	3
81. Assigning building space to various departments and service areas	15	65	3.86	1.99	8	5.13	1.59	6	28	3	3
82. Coordinating community use of facilities	17	73	4.76	2.19	6	5.29	1.72	8	21	3	3
83. Maintaining equipment and supply inventories	19	82	5.00	1.63	3	5.42	1.46	9	21	3	3
84. Operating preventive maintenance programs	18	78	4.77	1.43	5	5.22	1.30	7	28	3	3
85. Devising plans to preserve health, safety, and security	20	87	5.15	1.34	1	5.10	1.48	5	15	3	3
86. Developing institutional/program purchasing policies and documents	16	69	4.81	1.64	4	5.81	1.16	10	21	3	3
87. Designing purchasing procedures and controlling purchasing activities	21	91	5.00	1.70	2	5.85	1.42	11	21	3	3
88. Securing protection against claims and property loss	13	56	3.84	2.41	10	4.84	2.19	3	24	3	3
BUSINESS AND FINANCIAL MANAGEMENT (N = 23)											
89. Considering general institutionwide and programwide objectives as a basis for preparing vocational budgets	20	87	4.90	1.48	4	5.40	1.50	7	21	4	3
90. Determining the resource requirements of various alternative programs	20	87	4.20	1.64	7	5.00	1.37	4	44	3	2
91. Allocating resources and responsibilities	21	91	5.09	1.44	3	5.73	1.09	9	10	4	4
92. Identifying how existing funding sources affect the program/institution	18	78	4.77	1.51	5	5.44	1.38	8	21	4	3
93. Influencing traditional funding sources to benefit the program/institution	16	69	4.35	1.80	6	5.11	1.61	3	53	2	2
94. Identifying alternative funding sources	17	73	4.22	2.15	8	4.72	1.44	2	64	2	2

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TABLE 1 (Continued)

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need		
										Task Comparison Rating[4]	
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
95. Completing program applications for federal and state vocational education funding	18	78	5.20	1.79	1	5.40	1.53	6	28	4	3
96. Developing project proposals	18	78	5.05	1.89	2	5.05	1.57	5	44	3	2
97. Observing guidelines for submission, negotiation, and follow-up of proposals	21	91	4.00	1.54	9	4.61	1.46	1	92	1	1
PROGRAM IMPROVEMENT (N = 23)											
98. Applying problem-solving steps	17	73	4.17	1.66	2	4.35	1.27	3	77	1	1
99. Determining the points in problem solving at which you will need more information	21	91	4.47	1.56	1	5.00	1.18	4	53	3	2
100. Locating sources of information	20	87	4.00	1.91	3	4.75	1.37	2	53	3	2
101. Using questionnaires, structured interviews, and small-group techniques to generate ideas, solve problems, and make decisions	1	4	3.00	--	4	4.00	--	1	5	4	4

study (Norton and others, 1977). The administrators and deans were instructed response to the 103 task as follows:

1. Indicate whether or not (yes or no) if this task is relevant to your current position;
2. Indicate on the corresponding seven interval scale the relative level of activity (time on task) for your current position; and
3. Indicate on the corresponding seven interval scale your ability to apply the knowledge necessary to perform the task.

The analysis of data for the secondary vocational administrator and post-secondary deans is reflected in Tables 1 and 4 on pages 6 and 17 respectively.

Column 1 shows the number and percent of the total respondents (N = __ on the task area line) responding that the task listed was relevant to their position.

Column 2 and 3 reflect the average (mean) response for the level of activity and ability to apply knowledge (perform) for the tasks included on the instrument. The columns also include the measure of variability (standard deviation) and ordinal ranking (1 - being the highest) of the means. The ordinal ranking of means reflected in Column 3 is assigned opposite to the rankings in Column 2. This column should be read as the lower the means, the lower the perceived ability to apply, thus the greater the need for professional development.

Column 4 reflects calculated information from the data reflected in Columns 1 and 3. This column is an additional effort to determine and reflect greater discrimination among the tasks by competency area and all 103 tasks. The professional development need index was calculated by dividing the number of respondents responding to 1 through 4 on the scale (low perceived level to apply) by the total number of respondents indicating that the task was relevant to their current position. The task comparison rating is based on the standard deviation calculations associated with the professional development need index.

The index should be read as the higher the index the greater the professional development need.

The ratings should be read as 1 - high, 2 - above average, 3 - below average, and 4 - low. With respect to the rating, it can be said that approximately 66 percent of the index scores fell in the above average to below average range. The statistical analyses revealed a slight skewness toward the above average interval.

Due to programmatic differences, no statistical analyses were made to determine if differences existed between responses for secondary vocational administrators and postsecondary deans. Neither was an attempt made to obtain any responses from the postsecondary institution presidents.

Tables 2 and 3 on pages 15 and 16 respectively, reflect an analyses of the importance of program improvement needs and professional development needs as perceived by superintendents of education and secondary vocational administrators. Table 3 also includes a second dimension of information from program review team reports.

It will be noted in Table 2 that significant differences existed between all mean responses for superintendents and vocational administrators with respect to the importance of program improvement needs. Only two mean differences existed between the two groups with respect to professional development needs.

The researchers recognize that if a priority is to be placed on the administrative task with respect to professional development needs that some subjective judgements must be made. It will be necessary for some of these judgements to be made by practicing administrators.

Certain questions must be asked, task will need to be studied in more detail, and several propositions must be stated in the analyzing of the data.

TABLE 2

AN ANALYSIS OF THE RELATIVE IMPORTANCE OF PROGRAM IMPROVEMENT NEED WITH A COMPARISON OF PROFESSIONAL DEVELOPMENT NEEDS IN SELECTED AREAS AS PERCEIVED BY SCHOOL ADMINISTRATORS IN SECONDARY VOCATIONAL EDUCATION, ALABAMA 1984

Competency Areas	Importance						Professional Development Needs					
	Superintendents of Education (N = 80)		Vocational Administrators (N = 67)		T Test		Superintendents of Education (N = 80)		Vocational Administrators (N = 67)		T-Test	
	Mean[1]	Mean Rank	Mean[1]	Mean Rank	F Value	Probability Level	Mean[2]	Mean Rank	Mean[2]	Mean Rank	Value	Probability Level
Program Planning, Development, and Evaluation	4.56	1	4.14	1	1.79	0.01*	3.53	1	3.62	1	1.40	0.16
Instructional Management	4.41	4	4.13	3	1.56	0.03*	3.45	3	3.55	3	1.03	0.89
Student Services	4.16	8	3.71	8	1.40	0.15	3.13	7	3.14	8	1.14	0.58
Personnel Management	4.30	6	3.88	7	1.63	0.03*	3.26	5	3.31	5	1.61	0.04*
Professional Staff Development	4.42	3	4.04	4	2.79	0.00*	3.50	2	3.59	2	1.28	0.29
School-Community Relations	4.45	2	4.13	2	2.20	0.00*	3.38	4	3.38	4	1.03	0.89
Facilities and Equipment Management	4.28	7	3.85	6	1.84	0.00*	2.90	8	3.23	7	1.03	0.91
Business and Financial Management	4.35	5	3.97	5	2.21	0.00*	3.13	6	3.29	6	2.21	0.00*

[1]Means based on a 1-5 Likert-type scale (1 = low to 5 = high) to be read as the higher the mean, the greater the importance.

[2]Means based on a 1-5 Likert-type scale (1 = low to 5 = high) to be read as the higher the mean, the greater the need.

*Significant at the .05 level.

TABLE 3

AN ANALYSIS OF PROFESSIONAL DEVELOPMENT NEEDS IN SELECTED AREAS AS PERCEIVED BY SCHOOL ADMINISTRATORS AND PROGRAM REVIEW TEAMS IN SECONDARY VOCATIONAL EDUCATION, ALABAMA 1984

Competency Areas	Professional Development Need						Program Review Rating (N = 126)		
	Superintendents of Education (N = 80)		Vocational Administrators (N = 67)		T-Test				
	Mean[1]	Mean Rank	Mean[2]	Mean Rank	F Value	Probability Level	Mean[3]	Range	Mean Rank
Program Planning, Development, and Evaluation	3.53	1	3.62	1	1.40	0.16	2.53	0-8	3
Instructional Management	3.45	3	3.55	3	1.03	0.89	3.44	0-12	2
Student Services	3.13	7	3.14	8	1.14	0.58	4.84	0-14	1
Personnel Management	3.26	5	3.31	5	1.61	0.04*	1.92	0-10	5
Professional Staff Development	3.50	2	3.59	2	1.28	0.29	0.68	0-4	7
School-Community Relations	3.38	4	3.38	4	1.03	0.89	2.71	0-9	4
Facilities and Equipment Management	2.90	8	3.23	7	1.03	0.91	1.15	0-5	6
Business and Financial Management	3.13	6	3.29	6	2.21	0.00*	0.37	0-4	8

[1]Means based on a 1-5 Likert-type scale (1 = low to 5 = high) administered in 1984. Means to be read as the higher the mean, the greater the need.

[2]Means based on a 1-5 Likert-type scale (1 = low to 5 = high) administered in 1984. Means to be read as the higher the mean, the greater the need.

[3]Means based on the number of recommendations made by State Department of Education program review teams for school years 1979-1983.

*Significant at the .05 level.

TABLE 4

AN ANALYSIS OF REQUIRED LEVEL OF ACTIVITY AND ABILITY TO APPLY KNOWLEDGE FOR SELECTED TASKS AS PERCEIVED BY DEANS OF INSTRUCTION IN VOCATIONAL POSTSECONDARY INSTITUTIONS, ALABAMA 1984

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need		
										Task Comparison Rating[4]	
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION (N = 17)											
1. Assessing the needs of the institution, students, community and labor market	17	100	5.941	1.088	1	5.647	0.996	8	17	4	3
2. Using needs data to identify the vocational programs and support services needed	17	100	5.235	1.251	8	5.059	1.249	1	41	1	2
3. Selecting from program and support service alternatives	15	88	5.267	1.335	7	5.133	1.506	4	46	1	2
4. Preparing program evaluation plans	17	100	5.941	1.088	1	5.412	1.278	6	29	3	3
5. Collecting program evaluation data	16	94	5.500	1.317	6	5.063	1.340	2	37	2	2
6. Interpreting program evaluation reports	16	94	5.938	0.998	3	5.500	1.095	7	31	2	3
7. Preparing program evaluation reports	16	94	5.563	1.413	5	5.063	1.436	3	37	2	2
8. Using evaluation data in decision making	15	88	5.800	1.146	4	5.267	1.163	5	33	3	2
INSTRUCTIONAL MANAGEMENT (N = 17)											
9. Identifying curriculum development procedures	17	100	5.471	1.328	6	5.000	1.225	8	35	2	2
10. Preparing staff to develop curriculum	17	100	5.235	1.200	8	5.118	1.111	2	35	2	2
11. Identifying and verifying occupational tasks	14	82	4.714	1.729	3	4.643	1.823	6	42	2	2

[1] Means based on a 1-7 Likert-type scale (1 = low to 7 = high) to be read as the higher the mean, the higher the perceived activity level.

[2] Means based on a 1-7 Likert-type scale (1 = low to 7 = high) to be read as the lower the mean, the lower the perceived ability to apply thus the greater the need for professional development.

[3] Index was calculated by dividing the number responding 1-4 on the Likert-type scale (1 = low to 7 = high) by the number responding competency relevant to position to be read as the higher the index, the greater the need for professional development.

[4] Rating based on standard deviation intervals from the mean index. Ratings to be read as: 1 - high, 2 - above average, 3 - below average, and 4 - low.

TABLE 4 (Continued)

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need		
										Task Comparison Rating[4]	
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
12. Developing and sequencing performance objectives	14	82	4.929	1.859	12	4.643	1.646	5	42	2	2
13. Coordinating the development of courses of study	16	94	5.500	1.317	5	5.188	1.471	11	31	2	2
14. Facilitating the development of competency-based programs and materials	16	94	5.188	1.515	9	5.000	1.414	7	43	2	3
15. Guiding staff in selecting and using effective instructional strategies	16	94	5.625	1.360	4	5.375	1.408	14	25	3	2
16. Planning and coordinating local demonstration, pilot, and exemplary programs	15	88	4.600	1.404	14	4.267	1.486	3	60	1	1
17. Facilitating staff selection of instructional materials and equipment	16	94	5.688	1.078	1	5.250	1.065	13	25	3	3
18. Organizing a student learning resource center	13	76	4.308	1.494	15	4.231	1.423	2	53	1	2
19. Gathering information about students, courses, staff, and facilities for scheduling purposes	16	94	5.625	1.258	3	5.500	1.211	15	12	4	4
20. Setting scheduling priorities	16	94	5.688	1.195	2	5.625	1.088	17	12	4	4
21. Conducting preregistrations	12	70	5.083	1.676	11	5.167	1.697	10	33	3	2
22. Constructing a schedule conflict matrix	13	76	4.154	1.345	16	3.923	1.552	1	53	1	2
23. Constructing a final schedule	15	88	5.133	1.457	10	5.067	1.280	9	26	3	3
24. Loading students into classes	13	76	5.462	1.506	7	5.538	1.506	16	23	3	3
STUDENT SERVICES (N = 17)											
25. Designing a student recruitment strategy	10	58	5.900	1.197	4	5.700	1.160	15	20	4	3
26. Arranging for the preparation of recruitment materials	8	47	6.000	1.069	1	6.250	0.707	17	0	4	4
27. Developing program admissions procedures	17	100	5.059	1.749	11	5.059	1.638	10	29	2	3
28. Interpreting and applying affirmative action laws and regulations	14	82	5.429	1.399	7	4.800	1.656	5	40	2	2
29. Identifying the goals and objectives of a student services program	12	70	2.167	1.403	9	5.000	1.206	9	41	2	2

TABLE 4 (Continued)

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need Task Comparison Rating[4]		
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
30. Organizing systematic guidance services	11	64	3.909	1.921	16	4.455	1.864	2	54	1	2
31. Managing an individual analysis service	7	41	3.714	2.360	17	4.286	2.360	1	42	2	2
32. Establishing a climate conducive to the maintenance of school discipline	17	100	5.235	1.480	8	5.000	1.369	8	41	2	2
33. Establishing a philosophy and policies for school discipline	16	94	5.938	1.063	2	5.688	0.946	14	12	4	4
34. Establishing and enforcing school rules and procedures	15	88	5.733	1.223	6	5.600	1.298	13	20	3	3
35. Assisting staff and students in responding to specific discipline problems	16	94	5.813	1.223	5	5.813	1.047	16	12	4	4
36. Determining the goals and objectives of a student placement service	13	76	5.154	1.951	10	4.923	1.935	6	38	2	2
37. Establishing and maintaining a functioning placement service	13	76	4.615	1.895	15	4.462	1.761	3	46	1	2
38. Organizing activities to support a placement service	13	76	4.615	1.609	14	4.615	1.502	4	61	1	1
39. Organizing, planning for, and conducting student follow-up studies	14	82	4.929	1.685	12	5.000	1.468	7	42	2	2
40. Analyzing follow-up data	15	88	4.867	1.685	13	5.200	1.265	11	33	3	2
41. Using follow-up data for program revision and development	13	76	5.923	1.320	3	5.538	1.330	12	15	4	4
SCHOOL-COMMUNITY RELATIONS (N = 17)											
42. Outlining the organizational steps for establishing an advisory council	13	76	5.231	1.922	7	5.000	1.780	3	38	2	2
43. Organizing an advisory council	13	76	5.308	1.932	5	5.077	1.891	6	38	2	2
44. Planning and conducting initial advisory council meetings	13	76	5.077	1.935	11	5.077	1.935	5	46	2	2
45. Ensuring continuing communication with the advisory council	14	82	4.500	1.829	13	4.357	1.823	1	57	1	2

TABLE 4 (Continued)

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need Task Comparison Rating[4]		
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
46. Developing a complete plan to promote vocational programs	12	70	5.417	1.505	4	5.333	1.231	10	25	3	3
47. Conducting program promotional activities	11	64	5.091	1.446	10	5.000	1.483	4	36	2	2
48. Developing a community involvement plan	12	70	5.000	1.206	12	4.833	1.193	2	50	1	2
49. Monitoring all community involvement activities	14	82	5.429	1.453	3	5.143	1.512	7	42	2	2
50. Providing comments and information to assist policymakers and planners in making changes affecting vocational education	14	82	5.214	1.424	8	5.429	1.284	11	28	3	3
51. Maintaining channels of communication with governmental and community officials	15	88	5.200	1.424	9	5.267	0.884	9	13	4	4
52. Submitting routine and special reports as required	13	76	5.923	1.320	1	5.846	1.281	13	15	4	4
53. Preparing formal cooperative agreements	15	88	5.267	1.335	6	5.200	1.320	8	26	2	3
54. Participating in informal cooperative agreements	17	100	5.824	1.286	2	5.706	1.213	12	17	2	3
PERSONNEL MANAGEMENT (N = 17)											
55. Establishing staff selection criteria	17	100	5.706	1.105	8	5.647	0.996	9	11	4	4
56. Recruiting qualified staff	17	100	5.824	1.237	5	6.000	1.000	11	11	4	4
57. Gathering and screening information about candidates	17	100	6.118	0.993	3	5.706	1.404	10	17	2	4
58. Orienting new staff to the institution	16	94	6.313	0.873	1	6.188	.0911	14	06	4	4
59. Delegating responsibilities to staff	16	94	5.813	1.471	6	5.563	1.413	8	18	2	3
60. Including staff in decision making	17	100	5.529	1.463	10	5.176	1.425	2	29	2	3
61. Encouraging positive interpersonal relations among staff	17	100	5.882	1.364	4	5.529	1.281	5	11	3	4
62. Developing a system for evaluating staff performance	17	100	6.176	0.951	2	6.059	1.029	13	05	4	4
63. Evaluating staff performance	16	94	5.750	1.342	7	6.000	0.966	12	06	4	4

TABLE 4 (Continued)

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need		
										Task Comparison Rating[4]	
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
64. Using staff performance evaluation data for staff improvement and employment decision-making purposes	16	94	5.313	1.448	11	5.500	1.033	4	18	2	4
65. Preparing personnel policy procedures	15	88	5.267	1.163	13	5.533	1.060	6	20	2	3
66. Keeping staff informed of personnel policies and procedures	13	76	5.538	1.330	9	5.538	1.266	7	15	3	4
67. Establishing a grievance resolution procedure	13	76	5.308	1.974	12	5.462	1.664	3	15	3	4
68. Selecting and administering staff benefit programs	13	76	4.769	1.691	14	4.615	1.609	1	46	1	3
PROFESSIONAL STAFF DEVELOPMENT (N = 17)											
69. Involving staff in appraising their personal development needs	15	88	5.333	1.234	6	5.067	1.100	4	33	2	2
70. Conducting pre- and post-observation conferences	17	100	5.059	1.749	8	4.882	1.691	1	41	1	2
71. Conducting observations of teachers to appraise their personal development needs	15	88	5.667	1.589	3	5.200	1.612	5	33	2	2
72. Planning a staff development program	16	94	5.938	1.181	1	5.500	1.633	6	18	4	4
73. Obtaining institutional support for staff development	17	100	5.706	1.359	2	5.647	0.996	8	17	4	2
74. Providing financial resources, time, facilities and incentives for staff development	17	100	5.353	1.455	5	4.941	1.478	3	41	1	3
75. Determining your own professional development needs	17	100	5.529	1.505	4	5.647	1.455	7	17	4	2
76. Developing your own one-year professional development action plan	15	88	5.133	1.407	7	4.933	1.624	2	33	2	2
FACILITIES AND EQUIPMENT MANAGEMENT (N = 17)											
77. Assessing the need for additional or renovated facilities	12	70	5.250	1.422	2	5.250	1.055	11	0	4	4
78. Evaluating prospective land or internal building sites	15	88	5.133	1.885	4	5.133	1.642	9	0	4	4

TABLE 4 (Continued)

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need		
										Task Comparison Rating[4]	
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area	All Competency Areas
79. Developing educational facilities specifications	14	82	5.214	1.718	3	5.000	1.710	6	0	4	4
80. Supervising construction, equipment selection, purchase and installation, and facility acceptance	14	82	4.857	1.460	5	5.071	1.207	7	0	4	4
81. Assigning building space to various departments and service areas	13	76	4.769	2.166	7	5.000	2.160	5	66	1	1
82. Coordinating community use of facilities	13	76	5.462	1.664	1	5.615	1.660	12	75	1	1
83. Maintaining equipment and supply inventories	14	82	4.000	1.754	12	4.643	1.823	4	55	1	1
84. Operating preventive maintenance programs	11	64	4.091	2.071	11	4.182	2.183	1	66	1	1
85. Devising plans to preserve health, safety, and security	11	64	4.818	2.089	6	5.091	1.758	8	0	4	4
86. Developing institutional/program purchasing policies and documents	13	76	4.692	1.797	8	5.154	1.625	10	0	4	4
87. Designing purchasing procedures and controlling purchasing activities	10	58	4.600	1.897	9	4.400	1.897	2	0	4	4
88. Securing protection against claims and property loss	11	64	4.182	2.272	10	4.636	2.063	3	0	4	4
BUSINESS AND FINANCIAL MANAGEMENT (N = 17)											
89. Considering general institutionwide and programwide objectives as a basis for preparing vocational budgets	13	76	5.154	1.519	2	5.308	1.251	9	0	4	4
90. Determining the resource requirements of various alternative programs	13	76	5.154	1.405	1	5.308	1.437	8	0	4	4
91. Allocating resources and responsibilities	13	76	4.846	1.819	7	4.923	1.441	7	0	4	4
92. Identifying how existing funding sources affect the program/institution	13	76	4.769	1.787	8	4.923	1.706	6	0	4	4
93. Influencing traditional funding sources to benefit the program/institution	14	82	4.714	1.729	9	4.571	1.869	3	0	4	4
94. Identifying alternative funding sources	13	76	4.923	2.019	4	4.615	1.938	4	0	4	4

TABLE 4 (Continued)

Competency Area/Task	1 Responding Task Relevant to Position		2 Activity Requirement Level			3 Knowledge Application Ability			4 Professional Development Need	
									Task Comparison Rating[4]	
	Number	Percent	Mean[1]	Standard Deviation	Mean Rank	Mean[2]	Standard Deviation	Mean Rank	Index[3]	Competency Area / All Competency Areas
95. Completing program applications for federal and state vocational education funding	16	94	4.875	1.628	5	4.500	1.713	1	0	4 / 4
96. Developing project proposals	16	94	4.875	1.784	6	4.500	1.633	2	0	4 / 4
97. Observing guidelines for submission, negotiation, and follow-up of proposals	15	88	4.933	1.223	3	4.800	1.424	5	0	4 / 4
PROGRAM IMPROVEMENT (N = 17)										
98. Applying problem-solving steps	16	94	5.063	1.389	4	4.875	1.360	1	0	4 / 4
99. Determining the points in problem solving at which you will need more information	16	94	5.250	1.390	2	5.063	1.611	2	0	4 / 4
100. Locating sources of information	16	94	5.500	1.461	1	5.188	1.601	3	0	4 / 4
101. Using questionnaires, structured interviews, and small-group techniques to generate ideas, solve problems, and make decisions	16	94	5.250	1.653	3	5.250	1.732	4	0	4 / 4

The researchers have made the following propositions in making an analysis with respect to task priority:

1. If the task is considered irrelevant to the position, this does not make it so. The lack of knowledge to perform the task may bias the response.

2. If the activity is low, it may be so because the respondent is uncomfortable with the ability to perform the task;

3. If the activity is high and the perceived level to perform is low, then there is more than likely a need for professional development; and

4. Data sources, other than responses from practicing administrators should also be considered in determining professional development needs.

V. SUMMARY

Based on the analysis of the data and the previously stated propositions, the following is a summary of the findings.

1. No significant differences were found in the mean responses for any of the task by the administrator of the selected program variables. This was no differences in responses for years of experience, previous professional positions, city and county administrators and number of vocational personnel under supervision.

2. The immediate professional development needs for secondary vocational administrators by task priority are as follows:

   - developing a complete plan to promote vocational education,
   - conducting program promotional activities,
   - develop a community involvement plan,
   - ensuring continuing communication with the advisory council,
   - analysis student follow-up data,
   - developing program admission procedures,
   - preparing staff to develop curriculum,
   - preparing program evaluation reports,
   - obtaining support for institutional staff development,

- providing comments and information to assist policymakers and planners in making changes affecting vocational education, and
- apply problem solving steps in program development.

3. Intermediate professional development needs for secondary vocational administrators by task priority are as follows:
   - identifying alternative funding sources;
   - influencing traditional funding sources to benefit the program;
   - using needed data to identify the vocational programs and support services needed;
   - organizing, planning for, and conducting student follow-up studies;
   - using follow-up data for program revision and development;
   - planning and coordinating local demonstration, pilot and exemplary programs;
   - planning a staff development program;
   - encouraging positive interpersonnel relationship among staff; and
   - observing guidelines for submission, negotiation, and follow-up of proposals.
4. There were significant differences in the views of secondary vocational administrators and superintendents of education with regard to the importance of program improvement and professional development needs. The ordinal ranking of improvement needs were as follows:
   - program planning, development and evaluation;
   - professional staff development;
   - instructional management;
   - school-community relations;
   - personnel management;
   - business and financial management;
   - facilities and equipment management; and
   - student services.

5. The program area of student services was by far the most striking deficiency in vocational programs as reported by program review teams 1979-1983. However, the relative importance with respect to program improvement need was viewed as relatively low by both the superintendents and vocational administrators.

6. Immediate professional development needs for deans of instruction in vocational postsecondary institutions by task priority are as follows:

   - operating an equipment preventive maintenance program;
   - organizing activities in support of a student placement service;
   - planning and coordinating demonstration, pilot and exemplary programs; and
   - maintaining equipment and supply inventories.

7. Intermediate professional development needs for deans of instruction in vocational postsecondary institutions by task priority are as follows:

   - ensuring continuing communication with advisory councils and committees;
   - constructing a schedule conflict matrix;
   - organizing a student learning resource center;
   - establishing and maintaining a functioning placement service;
   - selecting from program and support service alternatives; and
   - conducting staff pre and post-observation conferences.

VI. RECOMMENDATIONS

Tables 5 reflects priority competency areas and competencies for secondary vocational administrators. These priorities and other related information were developed from the findings of the study and through small group discussions of secondary vocational administrators at a state-wide professional development conference for vocational education educators.

Table 5

Priorities for Professional Development Programs for Secondary Vocational Administrators and Other Related Information, Alabama 1984

Competency Area/Competencies	Suggested		
	Mode of Delivery*	Other Attendees*	Types of Resource Persons*
Student Services			
Developing vocational program admissions criteria and procedures	4	1 and 2	1 and 7
Assisting school guidance personnel in developing a comprehensive vocational guidance and counseling program	4	1 and 2	1, 2 and 8
Establishing and maintaining a functional educational and job placement service	5	1 and 2	3, 7 and 8
Establishing role definitions for general school and vocational guidance counselors	1	1, 2 and 3	1, 2 and 7
Promoting the Vocational Education Program			
Developing a promotion plan	4	2 and 3	1, 3 and 7
Involving the community in vocational education	3	2 and 3	3, 5 and 7
Working with vocational advisory groups	4	2	3 and 7
Conducting promotional activities	3	2 and 3	7
Working with public television	5	2 and 3	3 and 4
Providing Staff Development			
Obtaining support for staff development	2	1	3, 4 and 5
Determining professional development needs of vocational teachers	1	2	3 and 7
Assisting teachers in developing individualized professional development plans	5	1	3 and 7
Providing for staff development in instructional technology	5	1	3 and 4
Providing for staff development in technical skills and competencies	3	1	3, 4 and 5
Directing Program Evaluation in Vocational Education			
Developing a complete evaluation plan	5	1 and 2	1 and 3
Using data to identify program improvement needs	1	1 and 2	3 and 6
Planning and conducting student follow-up studies	5	1 and 2	3, 7 and 8
Preparing program evaluation reports	5	1 and 2	3 and 7
Guiding the Development and Improvement of Instruction			
Assisting teachers with curriculum and instructional development processes	5	2 and 3	1 and 3
Developing program admission criteria and procedures	5	2 and 3	3 and 7
Directing curriculum organization and management	5	2 and 3	1 and 3
Assisting teachers in locating appropriate instructional materials and other learning resources	3	2 and 3	1, 3 and 4

*See Appendix B, page for coded listing of most frequently mentioned mode, attendees other than administrators, and types of resource persons.

VII. REFERENCES

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APPENDIX A

Competency Area/Task Listing

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Assessing the needs of the institution, students, community and labor market
Using needs data to identify the vocational programs and support services needed
Selecting from program and support service alternatives
Preparing program evaluation plans
Collecting program evaluation data
Interpreting program evaluation reports
Preparing program evaluation reports
Using evaluation data in decision making

INSTRUCTIONAL MANAGEMENT

Identifying curriculum development procedures
Preparing staff to develop curriculum
Identifying and verifying occupational tasks
Developing and sequencing performance objectives
Coordinating the development of courses of study
Facilitating the development of competency-based programs and materials
Guiding staff in selecting and using effective instructional strategies
Coordinating local demonstration, pilot, and exemplary programs
Facilitating staff selection of instructional materials and equipment
Organizing a student learning resource center
Gathering information about students, courses, staff, and facilities for scheduling purposes
Setting scheduling priorities
Conducting preregistrations
Constructing a schedule conflict matrix
Constructing a final schedule
Loading students into classes

STUDENT SERVICES

Designing a student recruitment strategy
Arranging for the preparation of recruitment materials
Developing admissions procedures
Interpreting and applying affirmative action laws and regulations
Identifying the goals and objectives of a student services program
Organizing systematic guidance services
Managing an individual analysis service
Establishing a climate conducive to the maintenance of school discipline
Establishing a philosophy and policies for school discipline
Establishing and enforcing school rules and procedures
Assisting staff and students in responding to specific discipline problems
Determining the goals and objectives of a student placement service
Establishing and maintaining a functioning placement service
Organizing activities to support a placement service
Organizing, planning for, and conducting student follow-up studies
Analyzing follow-up data
Using follow-up data for program revision and development

PERSONNEL MANAGEMENT

Establishing staff selection criteria
Recruiting candidates
Gathering and screening information about candidates
Orienting new staff to the institution
Delegating responsibilities to staff
Including staff in decision making
Encouraging positive interpersonal relations among staff
Developing a system for evaluating staff performance
Evaluating staff performance
Using staff performance evaluation data for staff improvement and employment decision-making purposes
Preparing personnel policy procedures
Keeping staff informed of personnel policies and procedures
Establishing a grievance resolution procedure
Selecting and administering staff benefit programs

PROFESSIONAL AND STAFF DEVELOPMENT

Involving staff in appraising their personal development needs
Conducting pre- and post-observation conferences
Conducting observations of teachers to appraise their personal development needs
Planning a staff development program
Obtaining institutional support for staff development
Providing financial resources, time, facilities and incentives for staff development
Determining your own professional development needs
Developing your own one-year professional development action plan

SCHOOL-COMMUNITY RELATIONS

Outlining the organizational steps for establishing an advisory council
Organizing an advisory council
Planning and conducting initial advisory council meetings
Ensuring continuing communication between the advisory council and the board
Developing a complete plan to promote vocational programs
Conducting promotional activities
Developing a community involvement plan
Monitoring all community involvement activities
Providing comments and information to assist legislators, rule makers, and planners in making policy changes affecting vocational education
Maintaining channels of communication with governmental and community officials
Submitting routine and special reports as required
Preparing formal cooperative agreements
Participating in informal cooperative agreements

FACILITIES AND EQUIPMENT MANAGEMENT

Assessing the need for additional or renovated facilities
Evaluating prospective land or internal building sites
Developing educational facilities specifications
Supervising construction, equipment selection, purchase and installation, and facility acceptance
Assigning building space to various departments and service areas
Coordinating community use of facilities
Maintaining equipment and supply inventories
Operating preventive maintenance programs
Devising plans to preserve health, safety, and security
Developing institutional/program purchasing policies and documents
Designing purchasing procedures and controlling purchasing activities
Securing protection against claims and property loss

BUSINESS AND FINANCIAL MANAGEMENT

Considering general institutionwide and programwide objectives as a basis for preparing vocational budgets
Determining the resource requirements of various alternative programs
Allocating resources and responsibilities
Identifying how existing funding sources affect the program/institution
Influencing traditional funding sources to benefit the program/institution
Identifying alternative funding sources
Completing program applications for federal and state vocational education funding
Developing project proposals
Observing guidelines for submittion, negotiation, and follow up of proposals

PROGRAM IMPROVEMENT

Applying problem-solving steps
Determining the points in problem solving at which you will need more information
Locating sources of information
Using questionnaires, structured interviews, and small-group techniques to generate ideas, solve problems, and make decisions

APPENDIX B

Delivery Mode

Code

1. Clinic -- Small group sessions, emphasizing diagnosis and analysis of problems arising from participants' experience. Clinic leaders direct exploration of problem areas.

2. Conference -- General sessions and face-to-face groups; used for problem solving, fact-finding, presentation of information, training, exchange of experience, developing inspiration, and securing commitment to action. Relies on participation by attendees.

3. Exhibition -- Display of ideas, products, or processes; used to illustrate or promote information, materials or procedures. Uses graphic and audio-visual media.

4. Seminar -- Face-to-face groups; used for intensive examination of relevant topics. Utilizes discussion leaders as well as content experts. High degree of attendee participation and shared experience a necessity.

5. Workshop -- Series of content specific sessions of face-to-face groups; used to provide intensive training over immediate period of time. Uses staff provided resources and coordination.

6. Symposium -- General session; used to present several viewpoints on predetermined topics. Uses brief, related speeches by content experts.

Attendees

1. Superintendents of schools
2. School principals
3. Guidance Counselors

Type Resource Persons

1. State Department of Education vocational personnel
2. Other State Department of Education personnel
3. Institutions of higher education personnel
4. Commercial representatives
5. Local industry representatives
6. State Occupational Information Coordinating Committee personnel
7. Local level vocational administrators
8. State Employment Service personnel